

Textbook Alignment to the Utah Core –Dance 1A

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance 1A Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

***Not covered in TE, SE or ancillaries* ✓**

Objective A: Value dance as contributing to healthy human development.				
•	Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.			
•	Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, agility.			
•	Summarize effects of fundamental conditioning on the body.			
•	Implement individual plan to improve dance related skills.			
•	Record experiences regarding the value of dance as positive means of self-expression.			
Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.				
•	Perform basic axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility, and stability and use of breath to integrate movement patterns.			
•	Perform the five basic locomotor steps (walk, run, hop, jump, leap) and the basic locomotor combinations (skip, gallop, slide).			
Objective C: Develop an awareness of performing techniques.				
•	Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, clarity of rhythmic acuity, spatial intent, full exploration of energy.			
•	Perform the five basic locomotor steps (walk, run, hop, jump, leap) and the basic locomotor combinations (skip, gallop, slide).			
•	Identify performing techniques in another dancer.			
•	Demonstrate appropriate rehearsal and class behavior.			
STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II:		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II:		
%		%		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in space.				
•	Perform directional spatial concepts; i.e., forward, sideways, improvise on established pathways. backward, diagonal.			
•	Demonstrate contrasting levels.			
•	Demonstrate inward and outward focus.			
•	Investigate positive and negative space.			
•	Create symmetrical and asymmetrical shapes.			
Objective B: Develop knowledge and skills in time.				
•	Demonstrate stasis and activity.			
•	Demonstrate tempo by contrasting fast and slow.			
•	Identify and perform various primary accents for metric phrases.			
•	Accurately move in 4/4 metric time.			
Objective C: Develop knowledge and skills in energy and motion.				
•	Demonstrate the forces of strength/flow.			
•	Demonstrate the forces of weight.			
•	Identify the basic qualities of motion.			
•	Demonstrate the ability to improvise using three qualities of motion.			

STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise within a structure.			
<ul style="list-style-type: none"> Perform a structured improvisation based on a choreographic principle. 			
<ul style="list-style-type: none"> Perform a structured improvisation based on one of the elements of dance. 			
<ul style="list-style-type: none"> Perform a structured improvisation based on an idea or activity. 			
<ul style="list-style-type: none"> Improvise within a structure using another curricular area as a springboard. 			
Objective B: Demonstrate choreographic principles, processes, and structures.			
<ul style="list-style-type: none"> Create, perform, and evaluate a sequence or dance study with a beginning, middle, and end. 			
<ul style="list-style-type: none"> Create, perform, and evaluate a dance study, with a beginning, middle, and end, in a small group demonstrating the compositional principles of unison, contrast, and transition. 			
<ul style="list-style-type: none"> Create and perform a movement sequence based upon a dance element. 			
<ul style="list-style-type: none"> Demonstrate partner skills using the element of shape in a visually interesting way. 			
<ul style="list-style-type: none"> Demonstrate the ability to work cooperatively in small groups during choreographic process. 			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.			
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but covered in	

Standard IV: _____ %		the ancillary material for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in the creative process of abstraction.				
•	Define the process of abstraction.			
•	Demonstrate the difference between pantomiming and abstracting a single movement gesture.			
•	Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.			
•	Create a movement sequence based on the abstraction of a single gesture.			
•	Analyze how possible meaning changes when elements of dance are altered.			
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Objective B: Demonstrate how dance communicates meaning.				
•	Recognize how music and sound affect the meaning of a dance.			
•	Examine how movement created purely from dance elements may communicate meaning.			
•	Create a dance study based on exploration and development of an element that successfully communicates an idea or emotion.			
•	Create a phrase or composition that successfully communicates an idea without pantomime; e.g., isolation/inclusion.			
Objective C: Identify the various purposes served by dance throughout time and in world cultures.				
•	Explore contemporary pedestrian gestures as movement language.			
•	Identify the movement ritual of greeting from a historical point of view; e.g., indigenous (tribal meeting-call and response).			
•	Research, learn, and compare greeting dances from various			

	historical periods.			
•	Explore the cultural and historical context of a dance from another country.			
Objective D: Demonstrate aesthetic perception.				
•	Respond to improvisational and compositional experiences from perspectives of participant and observer.			
•	Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.			
•	Analyze dance as a powerful means of expression.			
•	Create a dance portfolio that documents written, creative, and performance work.			